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ABSTRACT

This planning grid for teaching visual arts in grade 5 in Delaware schools outlines the following six standards for students to complete: (1) students will select and use form, media, techniques, and processes to create woks of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) Students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

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Delaware Department of Education

Unit Planning Grids for Visual Arts - Grade 5

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SO 033 716

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VISUAL ARTS UNIT PLANNING - GRADE 5

Standard 1: Students will select and use form, media, techniques, and processes to create works of art and communicate meaning

A. Students will identify various media, techniques, and processes used to create works of art.

B. Students will describe how the effects created by two-dimensional media, techniques, and processes differ from those produced with three-dimensional media, techniques, and processes.

C. Students will explore and apply the characteristics of a variety of two-dimensional and three-dimensional media to develop manipulative skills.

D. Students will select and use the different characteristics of two-dimensional and three-dimensional media, techniques, and processes in creating works of art to communicate ideas, experiences, and stories.

E. Students will use media and tools in a safe and responsible manner.

PERFORMANCE INDICATORS	UNIT NUMBERS																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
5.601 describe various media techniques and processes used to create works of art.																		
5.602 identify and name basic art techniques and processes including, but not limited to:																		
1. painting,																		
2. drawing,																		
3. sculpting/forming,																		
4. cutting,																		
5. gluing/fastening,																		
6. printing,																		
7. weaving, and																		
8. textile design.																		

5.603	describe how the effects created by two-dimensional media, techniques, technologies, and processes differ from those produced with three-dimensional media, techniques and processes.																				
5.604	plan, select, and employ tools, materials, techniques, and processes to achieve intended effects.																				
5.605	develop manipulative skills using a variety of art tools, technologies, and materials to create images. Categories of tools, technologies, and materials must include, but not be limited to:																				
	1. scissors,																				
	2. adhesives,																				
	3. markers (water-based, non-toxic),																				
	4. paint (tempera, watercolor),																				
	5. brushes (large, medium, small),																				
	6. pencils (graphite and colored),																				
	7. crayons,																				
	8. modeling compound(s),																				
	9. papers (multiple sizes, weights and textures),																				
	10. fibers (yarn, string, cloth),																				
	11. chalk/pastels/oil pastels,																				
	12. rulers and straight edges,																				
	13. staplers,																				
	14. templates,																				
	15. needles,																				
	16. hole punch.																				
5.606	plan and employ combinations of techniques and processes to achieve intended effects.																				
5.607	select and use the characteristics of two-dimensional and three-dimensional media, techniques, technologies, and processes in creating																				

	works of art to communicate ideas, experiences, and stories																			
5.608	solve visual arts problems by creating computer generated works of art.																			

VISUAL ARTS UNIT PLANNING - GRADE 5

Standard 2: **Students will create ways to use visual, spatial, and temporal concepts in creating works of art.**

A. Students will illustrate how the visual components of art and design work together to create expressive qualities in works of art.

B. Students will illustrate how the organizational components of art and design work together to communicate ideas.

C. Students will plan and create works of art that show the development of ideas over time.

D. Students will employ the relationships between visual and organizational components of art and design and expressive qualities or functions to improve communication of ideas in their own works of art and design.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
5.609	use white to produce tints, and black to mix shades of pure colors.																		
5.610	identify complementary colors and know how they can be mixed to diminish the intensity of a color.																		
5.611	recognize differences in color intensity (brightness or dullness) and how color is affected by light and shadow.																		
5.612	understand that the intensity of a color can be altered by adding its complement.																		
5.613	understand how the use of warm, cool, or neutral colors affects the mood in a work of art.																		
5.614	identify complementary, split-complementary, and analogous colors.																		
5.615	use various types and qualities of line in a variety of media.																		
5.616	recognize that converging lines create an illusion of depth on two-dimensional surfaces.																		
5.617	distinguish between two-dimensional shapes (e.g., oval, egg, circle, ellipse, square, rectangle, half-circle, triangle) and three-dimensional forms or objects (sphere, cone, pyramid, cylinder, slab, cube).																		
5.618	use size, placement, and overlapping to give the illusion of depth on a two-dimensional surface.																		

5.619	understand and demonstrate how warm colors seem to advance and cool colors seem to recede.																		
5.620	use texture to show space and to describe and embellish surface quality.																		
5.621	use a variety of lines, shapes and forms, colors and textures to create unity.																		
5.622	understand that a repeated motif is the key component of pattern.																		
5.623	identify and use various types of pattern: repeating, alternating, planned, random, progressive and regressive.																		
5.624	differentiate between symmetrical (formal) and asymmetrical (informal) balance.																		
5.625	plan and then create works of art that show the development of ideas over time.																		
5.626	employ the relationships between visual and organizational components of art and design and expressive qualities or functions to improve communication of ideas in their own works of art and design.																		

VISUAL ARTS UNIT PLANNING - GRADE 5

Standard 3: Students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art.

A. Students will identify subjects, symbols, and ideas as possible sources for content in their own works of art.

B. Students will analyze and use subjects, symbols, and ideas to communicate meaning.

PERFORMANCE INDICATORS		UNIT NUMBERS																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
5.627	identify subjects, symbols, and ideas as possible sources for content for works of art.																		
5.628	use subjects, symbols, and ideas as content for works of art.																		

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VISUAL ARTS UNIT PLANNING - GRADE 5

Standard 4: Students will understand the visual arts in relation to diverse cultures, times, and places.

A. Students will recognize how the visual arts are used as a daily part f life;

B. Students will examine the relationships of the visual arts to various cultures, times, and places.

C. Students will classify specific artists and works of art as belonging to particular cultures, times, and places.

D. Students will identify and illustrate ways that cultures, times, and places influence the visual arts.

E. Students will compare various functions or purposes of works of art and design across cultures, times, and places.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
5.629	consider various visual arts careers and the roles of artists, historians, critics, and aestheticians in various contexts.																		
5.630	analyze the relationships of the visual arts to culture in a specific historical time period.																		
5.631	classify specific artists and works of art as belonging to particular cultures, times, and places.																		
5.632	illustrate ways that cultures, times, and places influence the visual arts.																		
5.633	categorize works of art from various cultures, times, and places according to function or purpose.																		

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VISUAL ARTS UNIT PLANNING - GRADE 5

Standard 5: **Students will reflect upon, describe, analyze, interpret and evaluate works of art and design.**

A. Students will identify and describe how the visual arts are forms of communication that are used to express ideas, actions, and emotions.

B. Students will understand and apply visual arts vocabulary when observing, describing, and analyzing works of art.

C. Students will analyze works of art to determine why they were created.

D. Students will explore how experiences as an individual and as a member of groups influence the creation of works of art.

E. Students will examine how and why individuals respond differently to characteristics of the same works of art.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
5.634	identify and describe how the visual arts communicate and express ideas, actions, and emotions.																		
5.635	practice and apply correct visual arts vocabulary when observing and describing works of art.																		
5.636	understand that aesthetics and ways visual arts are described and valued differ across cultures, times, and places.																		
5.637	analyze particular works of art to determine why they were created.																		
5.638	identify how experiences as an individual and as a member of groups influence the creation of works of art.																		
5.639	discuss factors that could elicit various responses to the characteristics of the same work of art.																		

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VISUAL ARTS UNIT PLANNING - GRADE 5

Standard 6: Students will understand the visual arts in relation to other disciplines.

A. Students will identify and illustrate similarities and differences between the characteristics of the visual arts and other arts disciplines (e.g., pattern, rhythm, balance, shape, space).

B. Students will identify and illustrate similarities and differences between the visual arts and other disciplines in the curriculum.

C. Students will recognize and understand how the meaningful integration of visual and performing arts concepts and skills with knowledge in other disciplines provides essential tools for the work force and improves the quality of everyday life.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
5.640	identify and illustrate similarities and differences between characteristics of the visual arts and other arts disciplines (e.g., pattern, rhythm, shape, space).																		
5.641	identify and illustrate similarities and differences between characteristics of the visual arts and other disciplines in the curriculum.																		
5.642	recognize and value how the meaningful integration of visual and performing arts concepts and skills with knowledge in the other disciplines provides essential tools for the work force and improves the quality of everyday life.																		

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